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ABSTRACT

This publication lists basic skills curriculum objectives for kindergarten through eighth grade in the schools of the Addison-Rutland Supervisory Union in Fair Haven, Vermont. Objectives concern language arts, reading, mathematics, science, and social studies instruction. Kindergarten objectives for general skills, physical growth, motor skills, and academic skills are also listed. In the final section, objectives for computer instruction are organized by four grade levels. (RH)

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INTRODUCTION

Today, the goals of education include basic skills, general education and citizenship. Though all three are essential to successful functioning in a complex world, it is the development of a set of basic skills that most immediately challenges elementary school students.

Two major aspects of elementary education--intellectual development and social education--are shared by virtually all elementary schools. In addition to information acquisition, an important component of intellectual development is the mastery of basic skills. Such skills enable the learner to function successfully in a variety of life settings, both in the present and the future.

For many years, the Addison-Rutland Supervisory Union has printed a list of Basic Skills. These skills constitute the minimum curriculum for our schools. Although each school has its own curriculum, the Skills are common to all. The reasons for developing the Skills include:

1. To ensure the students in all schools are exposed to the same basic curriculum.
2. To provide new teachers with a guide to our curriculum.
3. To provide parents/guardians with information.

The Basic Skills are not static. As one component of the total curriculum they are continually evolving to meet student needs and changing life realities. Continuing and recurring meetings that enable professional educators to focus on curriculum development and sharing of instructional resources are essential to curriculum up-dating and renewal. Staff development is a related and important component in curriculum development as well.

This publication provides an overview of a major component of the curriculum in the schools of Addison-Rutland Supervisory Union. We encourage comment and feedback regarding this work and extend our appreciation and thanks to the teachers and administrators who worked on the Basic Skills and who continue to foster renewal in curriculum.

Michael G. Allen
Curriculum Coordinator

R. J. Pentkowski
Superintendent of Schools

July, 1989

KINDERGARTEN

A. GENERAL SKILLS

1. Has self confidence.
2. Uses self control.
3. Shows kindness and consideration toward others.
4. Works and plays cooperatively without disturbing others.
5. Accepts and respects supervision.
6. Develops a sense of responsibility.
7. Adapts well to change.
8. Uses time wisely.
9. Shows curiosity and interest in environment.
10. Follows directions.
11. Takes pride in work.
12. Cleans up willingly after work and play.
13. Completes tasks.
14. Works independently.

B. PHYSICAL GROWTH

The goals are to assess the child's physical abilities, provide continuous opportunities for physical growth, and to provide adequate space and equipment for the development of motor skills.

C. MOTOR SKILLS

1. Handles clothing independently.
2. Handles necessary tools (e.g., scissors, crayons, pencils, chalk, paint brushes, materials crafts, paints, paste, ties shoes).

D. GROSS MOTOR SKILLS

- | | |
|--------------|--------------------------|
| 1. Balancing | 5. Hopping |
| 2. Galloping | 6. Climbing |
| 3. Walking | 7. Skipping |
| 4. Running | 8. Hand-eye coordination |

E. ACADEMIC SKILLS

1. Language Arts

The goals are for students to develop listening, thinking and speaking skills; skills in classifying, describing and expressing sequentially; and, develop positive social habits and learning skills.

2. Language Arts Skills

- a. Identifies colors.
- b. Contributes to group discussions.
- c. Listens attentively.
- d. Speaks clearly.

- e. Speaks in complete sentences.
- f. Follows more than one oral direction in sequence.
- g. Tells his/her birthday, address and telephone number.
- h. Looks at immediate center of attention for short periods of time.
- i. Distinguishes missing parts of a whole.
- j. Describes pictures.
- k. Names rhyming words.
- l. Aware of sequential forms.
- m. Understands position in space (e.g., under, over, in, about).

3. Reading Readiness

The goals are for students to develop an awareness and comprehension of the alphabet with motor skills as needed; to develop an awareness of the beginnings of phonics; and, to develop listening and thinking skills.

4. Reading Readiness Skills

- a. Recognizes name.
- b. Writes name.
- c. Says letters of the alphabet in sequence.
- d. Identifies letters of the alphabet out of sequence.
- e. Prints upper and lower case letters.
- f. Sees likenesses and differences.
- g. Distinguishes between left and right.
- h. Names words that rhyme with a given sound.
- i. Names words that begin with specific letters of the alphabet.
- j. Follows left to right eye progression.
- k. Verbally expresses personal story for experience chart.
- l. Identifies names of peers.
- m. Develops a sight vocabulary.
- n. Points out like words.
- o. Matches simple opposites

5. Mathematics

The goals are to provide students with the necessary background for the introduction of beginning Mathematics concepts; the opportunity to develop an awareness and comprehension of basic Mathematics vocabulary; the necessary motor skills and comprehension of concepts for the numerals from 0-10.

6. Mathematics Skills

- a. The student will use numbers in problem solving situations and apply numbers in realistic situations.
- b. The student will distinguish size differences.
- c. The student will identify shapes.
- d. The student will complete given patterns sequentially using manipulative objects and/or in written form.
- e. The student will count by rote to a given number.

- f. The student will recognize and write numerals 0 through 10.
- g. The student will match objects by drawing lines from one set to another.
- h. The student will associate the number concept with a given set of objects.
- i. The student will orally label the number of a set by counting the numbers 0 through 10.
- j. The student will tell an addition story that fits a given picture, construct an addition equation using manipulatives in both horizontal and vertical form, and be introduced to sums to 5.
- k. The student will tell a subtraction story that fits a given picture.
- l. The student will demonstrate one half of a whole.
- m. The student will identify the penny, nickel, and dime in United States currency.
- n. The student will identify objects in which numerals are used (e.g., clock, calendar, ruler).
- o. The student will accurately use the following terms: before-after; next-between; greater (more) than-less than; least-most-equals; large-larger-largest; small-smaller-smallest; short-shorter-shortest; tall-taller-tallest; long-longer-longest; often; day-night; inside-outside; top-bottom; left-right; middle; full-empty.
- p. The student will identify the days of the week in sequence.
- q. The student will identify ordinal numbers first through fifth in sequence and be introduced to sixth through tenth.
- r. The student will identify present time in relation to the calendar.
- s. The student will recognize the basis colors.
- t. The student will estimate numbers in sets up to 10.

7. Science

The goals of science instruction are to help students develop key science concepts that they may use to interpret, understand and appreciate the world; to organize scientific facts and form meaningful ideas that will contribute to reasoning, making comparisons and forming conclusions; and, to introduce skills necessary for observing, describing, comparing and experimenting.

8. Science Skills

- a. The student will identify and name eight basic colors.
- b. The student will identify and name basic shapes (e.g., circle, square, rectangle, triangle, ellipse).
- c. The student will observe and identify objects on the basis of color, shape, texture and size (e.g., cone, cube, sphere).
- d. The student will classify objects according to variations in a single characteristic (size, shape,

color, shades).

- e. The student will identify parts of a plant (e.g., root, seed, stem, leaf, flower).
- f. The student will identify daily weather conditions (e.g., snowy, rainy, sunny, cloudy, foggy).
- g. The student will identify various human responses to seasonal variations (e.g., clothing, shelter, recreation).
- h. The student will identify the five human senses.

9. Social Studies

- a. The student will understand that he/she is special and has a role in the home, school and community.
- b. The student will have an understanding of how emotions affect behavior.
- c. The student will understand that although families have differences, they provide the basic needs of food, clothing, shelter and love.
- d. The student will understand the need for rules in home, school, and community.
- e. The student will understand the responsibilities of and interdependence of community members and helpers.
- f. The student will understand that it is necessary to earn money in order to provide for basic needs.
- g. The student will understand how food and clothing get from the farm to the home.
- h. The student will be able to identify and explain the uses of different kinds of transportation.
- i. The student will be able to identify and use the various methods of communication.
- j. The student will develop an understanding of climate, weather and seasons and how they affect people.
- k. The student will become aware of the world through the use of television, radio, and newspapers.
- l. The student will understand the significance of holidays and how they are celebrated.
- m. The student will be exposed to map and globe skills.
- n. The student will be able to identify the flag as a symbol of the United States and recite the Pledge of Allegiance(unless there are parental objections).
- o. The student will understand how public officials are elected.

10. Social Studies General Content

- a. Self Awareness
- b. Family
- c. School
- d. Neighborhood
- e. Community
- f. Occupations
- g. Rules and Responsibilities
- h. Traditions and Customs

- i. Transportation and Communication
- j. Basic Map and Globe Skills

11. Social Studies Specific Content

a. Geography

1. Introduce map and globe skills.
2. Distinguish between land and water masses.
3. Know home address and telephone number.
4. Understand climate and environment and how they affect the way people live.

b. Economics

1. Describe the kinds of work people perform and the tools they use inside and outside the home.
2. Recognize the needs and wants of a family (e.g., clothing, food, shelter).
3. Describe how people depend on each other for goods and services.
4. Recognize that money may be used to obtain goods and services that people need and want.
5. Learn that goods are grown or produced and sold at market.
6. Associate particular kinds of goods with the store in which they are found.
7. Identify different means of transportation.

c. Citizenship and Patriotism

1. Assume classroom and responsibilities and cooperation in working with others.
2. Identify the need for rules at home, school, and in the community.
3. Help make classroom rules.
4. Tell how and why rules help protect rights and property.
5. Identify the adults in school by the tasks they perform.
6. Learn the Pledge of Allegiance and a patriotic song.
7. Realize that the United States flag is a symbol of our nation.
8. Explain what it means to vote.

d. Sociology and Anthropology

1. Recognize self as a unique and special person.
2. Identify the basic emotions (e.g., anger, fear, happiness, sadness).
3. An awareness that each of us is part of a family.
4. Identify family members.
5. Identify the physical and social needs of a family.
6. Give examples of ways families change.
7. Identify different family structures.
8. Identify examples of the basic physical needs of people.
9. Identify tasks that people must perform in the family and school setting.

10. Understand the various modes of transportation.
11. Understand various means of communication.
12. Recognize interdependence of people and groups.
13. Demonstrate appropriate behavior toward others, and exhibit good social skills.
14. Participate in group activities.
15. Identify the four seasons and note the changes they bring in the environment.

e. Psychology

1. Help foster positive self image.
2. Discover that rules, beliefs, customs, and values influence behavior.
3. Recognize that individuals have social roles in the family, school and community which affect behavior.

GRADE ONE

A. LANGUAGE ARTS

1. Spelling

- a. Students will be able to spell list of commonly used words (e.g., color words, number words, family members, frequently used sight words).
- b. Students will spell their first and last name correctly with capitals in appropriate places.

2. Reading

- a. Students can stop a sentence when they come to a period.
- b. Students can read with oral fluency.
- c. Students will be able to pause for marks at ends of sentences.
- d. Students can identify parts of a book.
- e. Students can locate information in a table of contents.
- f. Students will understand multiple meanings of words.

3. Grammar

- a. Students can recognize common nouns.
- b. Students can recognize plurals of nouns.
- c. Students can recognize action verbs.
- d. Students can use simple pronouns correctly in speaking.
- e. Students recognize and use in speech simple describing words (adjectives).
- f. Students will use period and question mark correctly at end of written sentences.
- g. Students will recognize an apostrophe in contractions and in possessive form.
- h. Students know rules for using capitals (e.g., names, days, months, holidays, beginning of sentences).
- i. ABC order by first letter.

4. Literature

- a. Students can retell a story in sequence.
- b. Students can listen attentively to a story read by the teacher or by other students.
- c. Students can study a picture or hear a story and give the inference or possible outcome.
- d. Students can act out and/or pantomime stories that are read or heard and role play real-life situations.

5. Reading

- a. Students can identify rhyming words.
- b. Students can say and write all lower and upper case letters.
- c. Students will know consonants in beginning, middle and ending positions.
- d. Students will be able to use phonics sounds and rules to sound out words.
- e. Students will know basic sight words for grade level according to text and published lists.
- f. Students will use content clues to figure out words.

- g. Students will recall detail and interpret sentences.
 - h. Students can distinguish between real and make-believe.
 - i. Students can understand vocabulary words at their level.
6. Speaking/Listening
- a. Students can use a given word correctly in a complete oral sentence.
 - b. Students can retell a story in sequence.
 - c. Students can give an oral description of objects or pictures.
 - d. Students can understand positions in space (e.g., under, over, in about).
 - e. Students can follow 2-3 step directions.
 - f. Students can concentrate for longer periods of time on a topic or activity.
 - g. Students can use a telephone to secure help.
 - h. Students can name words with opposite and like meanings.
 - i. Students will know parents names and where they live.
7. Writing
- a. Students will do experience story as a group.
 - b. Given an idea or theme, students will be able to write a few lines in story form.
 - c. Students will be able to express themselves in simple written form.
 - d. Students will expand writing vocabulary by applying phonetic principles and inventive spelling to bring spoken language to paper.
8. Reasoning
- a. Students will classify a set of pictures.
 - b. Students will demonstrate the process of logical thinking by sequencing, classifying, asking questions, making choices and expressing opinions as a basis for developing problem solving abilities.
- B. MATHEMATICS
- 1. The student will tell whether or not two sets are equivalent with numbers 1-10.
 - 2. The student will recognize the numbers zero and know that zero represents a set with nothing in it.
 - 3. The student will count orally and in writing from 1-100, by ones.
 - 4. The student will count orally by 5's and 10's to 100 and by 2's to 10.
 - 5. The student will recognize, in random order, numbers 0-100.
 - 6. The student will understand the value of numbers 0-20.
 - 7. The student will understand the meaning of ordinal numbers to 10.
 - 8. The student will recognize and tell names of $< > = +$.

9. The student will understand and use $< > = +$.
10. The student will understand the meaning of "one more" and "one less."
11. The student will add all sums 0-10.
12. The student will subtract all differences 0-10.
13. The student will demonstrate knowledge of how many tens and how many ones are in a two-digit number.
14. The student will tell time to the hour.
15. The student will recognize the names of and know the value of a penny, nickel and dime.
16. The student will be aware of simple linear measurement (e.g., standard: inches, foot, yard; metric: centimeters, meter).
17. The student will identify the circle, square, rectangle and triangle.
18. The student will compare sizes of various objects.
19. The student will recognize simple fractions (e.g., one-half, one-third, one-fourth).
20. The student will read a simple bar graph.
21. The student will estimate quantities of 20.
22. The student will understand and use a numbered line from 0-20.
23. The student will count and write numerals for the days on a calendar for a month.
24. The student will add a column of three numbers.
25. The student will recognize the cent sign.
26. The student will solve simple oral word problems.

C. Reading

1. The student will master reading at Book I level.
2. The student will say the name of 48 of 52 lower and upper case letters of the alphabet.
3. The student will recognize consonant sound for initial or final sound of word.
4. The student will recognize and apply sounds of long and short vowels.
5. The student will associate consonant blends and digraphs with their sounds.
6. The student will associate vowel diphthongs, digraphs, and r-controlled vowels with their sounds.
7. The student will decode phonetically correct, syllable words which contain phonetic elements, 2, 3, 4, 5, and apply vowel rules.
8. The student will name basic sight words taught in basic reading text and list attached.
9. The student will demonstrate the ability to decode words by context clues and phonetic clues.
10. The student will identify correctly root words and suffixes "ing", "ed", and "s".
11. The student will identify correctly root words and prefixes "al", "be", and "a".
12. The student will relate a contraction with the two words it combines.
13. The student will interpret pictures by using oral

sentences.

14. The student will recognize compound words.
15. The student will tell how many syllables are in one-syllable or two-syllable words.
16. The student will recognize the main idea of a short story.
17. The student will recall details and interpret sentences.
18. The student will recognize sequence.
19. The student will predict the outcome of a story.
20. The student will distinguish real from make-believe on their level.
21. The student will understand the meaning of vocabulary words.
22. The student will recognize synonyms on their level.
23. The student will recognize homonyms on their level.
24. The student will recognize multiple meanings.
25. The student will read with oral fluency and expression.
26. The student will understand simple punctuation in reading (e.g., period, comma, question mark, exclamation mark and quotation marks).
27. The student will alphabetize three words correctly.
28. The student will identify parts of a book.
29. The student will locate information in a table of contents.

Suggested List of Sight Words for Grade One

COLORS: black, blue, brown, green, orange, purple, red, white, yellow.

SIGNS: come, exit, fire drill, go, hop, left, right, run, sit, stand, stop, walk.

OBJECTS: bell, crayon, desk, door, water, window.

Names of Teachers.

Names of Classmates.

Days of the Week.

Names of Months.

Names of Numerals to 10.

Cut, paste, color, draw.

I and Me.

D. SCIENCE

1. Given the question "What are the five senses?", the student will name at least three.
2. The student will name the four seasons with 75% accuracy. The student will describe a characteristic of each season with 75% accuracy.
3. While describing the weather, the student will identify two forms of precipitation with 100% accuracy.
4. Given a Celsius thermometer, the student will point to the zero with 100% accuracy.
5. Given a pile of dirt, a pot, and a seed, the student will correctly plant the seed with 100% accuracy in fifteen minutes.
6. Given four pictures, out of sequence, which show the

development of a plant, the student will put the pictures in correct sequence with 100% accuracy in five minutes.

7. The student will identify, with 100% accuracy, two ways in which seeds travel.
8. Asked to divide eight pictures into groups of living and non-living things, the student will do so with 75% accuracy.
9. Given two objects, the student will use any unit of measurement to measure the length with 100% accuracy.
10. On a hike, the student will identify a tree that has needles and a tree that has leaves.
11. Given an outdoor experience, the student will state two ways in which we can protect the environment.
12. The student will name the four basic food groups with 100% accuracy.

E. SOCIAL STUDIES

1. The student will describe his/her family through oral communication or by making illustrations.
2. The student can describe duties and responsibilities of different family members.
3. The student will state that clothing, food, security and shelter are the four basic needs of all people.
4. The student will describe why we need rules at home, school and in the community.
5. The student will recognize the various community helpers and describe the function of each.
6. The student will describe the kinds of work people do and the tools they use.
7. The student will show respect for the rights, property and feelings of others.
8. The student will cooperate with others by sharing materials and by taking turns in speaking.
9. The student will demonstrate a general knowledge of important places and buildings in the area.
10. The student will define the concept of transportation.
11. The student will identify various forms of transportation and classify them according to air, land and water.
12. The student will demonstrate an understanding of left, right, North, South, East, and West.
13. The student will describe the difference between maps and globes.
14. The student will differentiate between land and water on both a map and globe.
15. The student will identify the United States flag and recite the Pledge of Allegiance.
16. The student will know the significance and design of the flag and the basic rules of respect for the flag.
17. The student will explain the basis for important holidays.
18. The student will develop knowledge of the United States, Washington, D.C., and the office of President.

GRADE TWO

A. LANGUAGE ARTS

1. Spelling

- a. Students will be able to spell commonly used words.
- b. Students will be able to spell and use correctly words as required in their spelling text.
- c. Students will spell their own name correctly.
- d. Students will spell correctly many of the commonly used words that they use in their story writing.

2. Reading

- a. Students will recognize the main idea of a story.
- b. When given a main idea, students can find relevant details.

3. Grammar

- a. Students can distinguish questions from statements and then in written form.
- b. Students can arrange words in alphabetical order according to first and second letters.
- c. Students can locate words in a beginning dictionary.
- d. Students can use nouns, verbs, and adjectives correctly.
- e. Students can recognize a sentence as a complete thought.
- f. Students can apply known rules when adding endings to a word.
- g. Students can recognize and use simple antonyms, homonyms and synonyms.
- h. Students can use regular verb forms correctly in writing and speaking.

4. Literature

- a. Students will listen to and read fairy tales and poems, then act out or role play.
- b. Students will be able to use stories they know to relate to new stories they hear.
- c. Students will listen to and appreciate stories read to them.
- d. Students will read and enjoy stories on their own.

5. Reading

- a. Students will apply context clues in attacking new words.
- b. Students will increase oral fluency.
- c. Students will answer detail questions on comprehension after reading a story.
- d. Students will recognize purpose of quotation marks, commas, and exclamation marks when reading.
- e. Students will read simple signs that are vital to safety.
- f. Students will locate various parts of a book.
- g. Students will read silently and without interruption

- for ten minutes.
 - h. Students will read common contractions with understanding.
 - i. Students will follow simple printed directions.
 - j. Students will choose a proper title for a short reading selection.
 - k. Students will be able to understand structural analysis when sounding out words.
 - l. Students will know the difference between fact and fiction at their level.
6. Speaking/Listening
- a. Students will speak in front of the class on a given subject.
 - b. Students will name days and months in sequence.
 - c. Students will make simple introductions.
 - d. Students will listen to and retell a story in sequence.
 - e. Students will alternate speaking-listening interactions during a conversation and discussions.
7. Writing
- a. Students will write and participate in simple plays and puppet shows.
 - b. Students will compose short poems as a group then as individuals.
 - c. Students will start to use correct capitalization and abbreviations correctly.
 - d. Students will write short selections frequently.
 - e. Students will write a variety of letters (e.g., thank-you, friendly, invitation).
 - f. Students will refine manuscript skills.
 - g. Students will write their first, middle and last name.
 - h. Students will write their home addresses correctly.
 - i. Students will share personal experiences and feelings in writing prose and poetry.
8. Reasoning
- a. Students can classify different categories of words.
 - b. Students can draw reasonable conclusions from information.
- B. MATHEMATICS
- 1. The student will count orally to 999 and write any number to 999.
 - 2. The student will count by 2's to 100, by 10's to 100, by 5's to 100 and by 100's to 1000.
 - 3. The student will fill in missing numerals in sequence from 1-99.
 - 4. The student will recognize and use symbols $<$ $>$ $=$ $+$ $-$ $()$.
 - 5. The student will know place value of units, tens, and hundreds.
 - 6. The student will master all addition and subtraction

facts through 20.

7. The student will add and subtract 2 digit numbers with no regrouping.
8. The student will add and subtract 3 digit numbers with no regrouping.
9. The student will add 2 digit numbers with regrouping.
10. The student will subtract 2 digit numbers with regrouping.
11. The student will recognize and use the following vocabulary: add, addition, subtract, subtraction, minus, equation, equals.
12. The student will solve simple work problems.
13. The student will tell time and write time correctly to the hour, half hour, quarter hour, and at five minute intervals.
14. The student will recognize the vocabulary of telling time (e.g., o'clock, hour, minute, half-hour, half-past, noon, midnight, hour hand, minute hand, second hand).
15. The student will find the value of a collection of coins up to \$1.00.
16. The student will substitute coins for others of equal value for amounts to .50.
17. The student will understand the concept of point, line, and line segment.
18. The student will understand fractional parts: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{3}{4}$.
19. The student will estimate answers for addition and subtraction problems.
20. The student will measure to the nearest inch and centimeter.

C. READING

1. The student will recognize and apply long and short vowels, and variations (e.g., y, air, ire, or, ar, ir, ur, er, ure).
2. The student will recognize and apply mono-syllables such as "wa", a before ll, a before lk, i before ld, and i before nd. Recognition of vowel sounds through context: wind, wind.
3. The student will recognize all consonant sounds.
4. The student will recognize all consonant blends.
5. The student will recognize diphthongs and digraphs.
6. The student will understand simple contractions and possessives.
7. The student will be able to recognize root word, prefix and suffix.
8. The student will be able to separate words by applying rule for dividing words between twin consonants.
9. The student will develop auditory discrimination of three syllable words.
10. The student will have good knowledge of spelling such as: tion, gn, kn, wr, nk, ight.
11. The student will identify sentences and phrases.

12. The student will compare characters and stories.
13. The student will be given the main idea of a story and will be able to find relevant details.
14. The student can, by copying, arrange three given sentences in sequence.
15. The student can recognize the difference between fact and fiction on their level.
16. The student can select descriptive words that identify details concerning people, places, and things.
17. The student will recognize 200 sight-words.
18. The student will have a vocabulary sufficient for comprehending and communicating ideas from reading at own level.
19. The student will read ten books independently.
20. The student can read orally with fluency and expression.
21. The student can alphabetize to second letter.

D. SCIENCE

1. The student will distinguish between living and non-living things by classification.
2. The student will name the five senses and the organs of each.
3. The student will distinguish changes in weather conditions on two days, given the weather chart recordings.
4. The student will be able to construct a bar graph to represent a given collection of data.
5. The student will read temperatures on the Celsius thermometer.
6. The student will identify objects which have line symmetry, by matching parts or by folding or cutting to match halves.
7. The student will order length of five objects, by comparisons with agreed-upon scale.
8. The student will order three or more containers, of various shapes, by volume comparisons, with an agreed-upon unit of measure.
9. The student will order five objects by making comparisons using an equal arm balance.
10. The student will describe the properties of an object to enable another person to identify the object.
11. The student will be provided with basic knowledge of bicycle safety, basic safety habits concerning fire prevention and escape in and out of home, and safety rules on the school bus.
12. The student will be aware of the four main food groups (e.g., milk, meat, grain and cereal, fruits and vegetables).
13. The student will begin to establish a respect for drugs by distinguishing between poisonous and non-poisonous substances.

E. SOCIAL STUDIES

1. The student will recognize at least four of the seven continents and at least two of the four oceans on a globe or world map.
2. The student will locate the United States and North America on a map.
3. The student will identify North Pole, South Pole and equator on a globe.
4. The student will locate and identify information on a map using the key.
5. The student will locate and identify the state of Vermont on a map.
6. The student will locate his/her local community on a globe or map in relation to other places studied.
7. Given a said place, the student will be able to tell if it is north, south, east or west of another place that has been studied.
8. The student will be able to distinguish natural from cultural environment, and physical from cultural features on maps or from pictures.
9. The student will recognize basic needs for food, clothing, and shelter as related to community being studied.
10. The student will give at least one example of how law helps us to live more safely in the community.
11. The student will be able to give at least one example of something that the government in a community does that helps all of us.
12. The student will give three statements describing the customs and traditions of people in the community being studied.
13. The student will explain, draw, act out the kinds of work performed by various members of the community being studied.
14. The student will identify north, south, east, and west on a map.
15. The student will be able to explain how and why communities specialize in different economic activities and give examples including reference to specific resources used or services produced.
16. The student will be able to recognize changes within the community (e.g., new businesses, housing, roads).
17. The student will be able to explain in simple terms why individuals are or should be loyal to their community or nation and how this loyalty is expressed.
18. The student will be able to tell what the United States flag represents and know the meaning of the colors and stars.
19. The student will know about famous Americans (e.g., presidents).
20. The student will be able to discuss current events.

GRADE THREE

A. LANGUAGE ARTS

1. Spelling

- a. Students will know ABC order to third letter or mixed list.
- b. Students will expand on dictionary skills.
- c. Students will learn use of the encyclopedia.
- d. Students will spell assigned words correctly.
- e. Students will identify compound words, base words, homonyms, antonyms, synonyms, contractions and prefix-suffix.
- f. Students will know days and months in order.
- g. Students will recognize basic sight words and spell from memory.

2. Grammar

- a. Students will produce, orally and in writing, basic sentence patterns.
- b. Students will expand basic sentence patterns with words and phrases.
- c. Students will recognize the changing nature of writing.
- d. Students will know ABC order by first, second and third letter.
- e. Students will be introduced to subjects and predicates.
- f. Students will form plurals of nouns.
- g. Students will know punctuation (e.g., period, question mark, exclamation mark, comma, apostrophe).
- h. Students will know capitalization (e.g., names, places, days, months, holidays, beginning of sentences, titles of respect).
- i. Students will recognize nouns, verbs and adjectives.

3. Literature

- a. Students will articulate emotional reactions and motives of story characters.
- b. Students will communicate ideas, concepts and feelings through creative dramatics.
- c. Students will choose to read various types of material on a variety of subjects.
- d. Students will recognize parts of a book.
- e. Students will interpret pictures.
- f. Students will name common elements of a story.
- g. Students will retell favorite stories and poems.
- h. Students will pursue an independent interest for pleasure reading.
- i. Students will orally participate in a variety of literary forms.
- j. Students will recognize characters of nursery rhymes, fanciful stories and poetry.
- k. Students will identify story settings and characters.

4. Reading

- a. Students will use parts of a book to find information.
- b. Students will recognize that the reader must bring

meaning to written symbols.

- c. Students will recognize that reading is a meaningful act of communication between writer and reader.
- d. Students will use context clues to approximate meanings of new words.
- e. Students will identify words through meaning and context clues.
- f. Students will arrange a sequence of events (six sentences).
- g. Students will summarize a story plot.
- h. Students will distinguish between realism and fantasy.
- i. Students will analyze words by structure.
- j. Students will identify prefix, suffix root word, compound word, contractions.

5. Speaking/Listening

- a. Students will give an oral report in front of the class.
- b. Students will recall and retell details in order.
- c. Students can listen to and follow three or more step directions.
- d. Students can stay with a topic or theme when answering a question.
- e. Students can use oral expression experience to demonstrate proficiency of the English language in a variety of situations (e.g., small group discussions individual performance).

6. Writing

- a. Students will learn how to do cursive writing.
- b. Students will expand on writing stories and poems.
- c. Students will use rules for capitalization and punctuation when writing stories or poems.
- d. Students will use correct verb tense.
- e. Students will write meaningful sentences on their own.
- f. Students will write paragraphs containing stated main idea and supporting details.
- g. Students will expand writing vocabulary by applying phonetic principles and inventive spelling to bring spoken language to paper.
- h. Students will recognize parts of a friendly letter.

7. Reasoning

- a. Students will identify similarities and differences in ideas and concepts and arrange and categorize them.
- b. Students will demonstrate the process of logical thinking by sequencing, classifying, asking questions, making choices and expressing opinions as the basis for developing problem solving abilities.
- c. Students will derive logical solutions to simple problems by making appropriate choices and reasonable decisions.
- d. Students will draw reasonable conclusions from information.

B. MATHEMATICS

1. The student will read and write numerals through 999, know place value up to thousands, demonstrate understanding of expanded notation, and round numbers to the nearest 10 and 100.
2. The student will review addition through 20, add three digit numbers with or without regrouping, and do story problems with addition.
3. The student will subtract through 20, subtract three digit numbers with or without borrowing, and do story problems with subtraction.
4. The student will multiply, using combinations which have 0, 1, 2, 3, 4, 5, and 10.
5. The student will review halves, thirds, and fourths, rename them, and correctly use the terms numerator and denominator.
6. The student will review .01 cent, .05 cent, .10 cent, .25 cent, .50 cent and \$1.00, make change from a dollar, correctly use the cent and dollar sign and add and subtract money using the dollar sign and point.
7. The student will use the units of measure: inch, foot, yard, meter, centimeter, cup, pint, gallon, ounce, pound, liter, gram, kilogram.
8. The student will tell time to the minute, be familiar with terms related to telling time, and know terms related to day, week, month and year.
9. The student will recognize Roman numerals for 1-10.
10. The student will interpret bar graphs.
11. The student will estimate when solving word problems.
12. The student will be introduced to the steps involved in problem solving, various problem solving strategies.

C. READING

1. The student will understand sounds through word meaning and context clues.
2. The student will identify words through meaning and context clues.
3. The student will identify contractions.
4. The student will divide compound words.
5. The student will identify syllables.
6. The student will divide words into syllables.
7. The student will identify suffixes.
8. The student will change root words when adding suffixes.
9. The student will identify prefixes.
10. The student will analyze words by structure.
11. The student will know dolch sight word list.
12. The student will understand meanings of words.
13. The student will be able to select important details.
14. The student will support conclusions with details.
15. The student will make inferences.
16. The student will identify more complex main ideas.
17. The student will arrange sequence of events (six sentences).
18. The student will identify story settings and characters.

19. The student will select titles.
20. The student will distinguish between realism and fantasy.
21. The student will make judgments.
22. The student will summarize plots.
23. The student will interpret punctuation marks.
24. The student will read for a specific purpose.
25. The student will understand complex sentences.
26. The student will identify antonyms.
27. The student will distinguish between true and false statements.
28. The student will follow oral and written directions in work books.
29. The student will alphabetize words to the third letter.
30. The student will skim reading material.
31. The student will use a dictionary.
32. The student will use graphic material at his/her level.
33. The student will identify respellings.
34. The student will select headings for an outline.
35. The student recognizes paragraphs.
36. The student recognizes and uses a glossary.

D. SCIENCE

1. The student will observe and report data from an experience.
2. The student will reasonably infer from given data.
3. The student will identify similarities and differences between items.
4. The student will classify a set of data into categories.
5. The student will place items into a sequential order.
6. The student will suggest solutions to a problem.
7. The student will interpret graphs and charts.
8. The student will apply the proper terms for liter, meter, gram, and celsius to given data.
9. The student will apply the proper terms for inch, foot, yard, pound, and Farenheit.

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NOTE: Instructors are urged to utilize Vermont Educational Television Science programs on a regular basis.

E. SOCIAL STUDIES

1. The student will identify north, south, east and west on a map and globe.
2. The student will locate his/her town, state, country and continent on a map.
3. The student will identify and use a map key.
4. The student will distinguish between the natural and cultural environment.
5. The student will suggest possible causes and solutions to a problem.
6. The student will identify the seven continents and four oceans.
7. The student will locate information on a map, using a map key.

8. The student will identify similarities and differences between people and places.

GRADE FOUR

A. LANGUAGE ARTS

1. Spelling

- a. The student will analyze words by phonetic, structural, context and clues.
- b. The student will memorize and write spelling words.
- c. The student will obtain information by using the dictionary for definitions and pronunciation.

2. Grammar

- a. The student will know punctuation (e.g., comma, period, question mark, exclamation point, quotation marks, apostrophe.)
- b. The student will perceive words with accuracy and meaning.
- c. The student will know capitalization of names, initials, titles of respect, days, months, holidays, places, beginning of a sentence, titles.
- d. The student will know correct usage of verbs, helping verbs, past and present.
- e. The student will write the complete date.
- f. The student will know all aspects of alphabetizing words.
- g. The student will know the rules of correct paragraph form.
- h. The student will know the parts of speech (e.g., noun, verb, adjective).

3. Literature

- a. The student will be actively involved in a variety of literary forms.
- b. The student will comprehend the literal meaning of a passage.
- c. The student will compare several selections on the same theme or topic.
- d. The student will combine reading with other ways of learning.
- e. The student will relate reading to graphic materials (e.g., map study diagrams, charts, drawings and pictures).
- f. The student will use reading for personal and social development.

4. Reading

- a. The student will adapt speed of reading to purposes and materials.
- b. The student will be able to communicate the writer's meaning.
- c. The student will be able to associate meaning to written material by relating it to his/her own experience.
- d. The student will recognize that reading is a meaningful act of communication between writer and reader.
- e. The student will comprehend material at a literal level.

- f. The student will organize ideas in reading into meaningful patterns (e.g., main idea, theme, topic).
- g. The student will interpret critical meaning in a reading passage.
- h. The student will evaluate and discuss a reading passage as a whole.
- i. The student will learn how to summarize reading passages.

5. Speaking/Listening

- a. The student will recall and retell events heard in lessons.
- b. The student will relate and express reading to one's own experience, needs and desires.
- c. The student will relate reading to other on-going language experiences in listening and speaking.
- d. The student can use clear, concise language which is organized.
- e. The student will listen and respond appropriately to oral language for the following purposes: attentively--gain information; analytically--comprehension; appreciatively--enjoyment; critically--making judgment marginally at the passive level and courteously.

6. Writing

- a. The student will be able to do creative writing in a variety of forms.
- b. The student will be able to write the conclusion to a story after hearing the beginning.
- c. The student will use complete thoughts and proper punctuation.
- d. The student will organize ideas through the use of outlining.
- e. The student will write a paragraph in which all of the sentences are related to one topic.

7. Reasoning

- a. The student will take a problem situation and be able to make a logical solution to the problem by giving details and reasons.
- b. The student will develop effective study habits.
- c. The student will state a summary or conclusion based on data using charts, graphs, tables, maps or lists of facts.
- d. The student will predict outcomes based on relevant information.
- e. The student will use available information to apply understandings to solve new problems in new situations.

B. MATHEMATICS

- 1. The student will write the number words to 100.
- 2. The student will be introduced to the union and intersection of sets.
- 3. The student will do the following in addition and

subtraction of whole numbers:

- a. Addition and subtraction of whole numbers through the millions.
- b. Column addition.
- c. Properties of addition--commutative and associative.
- d. Story problems.
4. The student will do the following in multiplication and division:
 - a. Mastery of multiplication facts through 10×10 .
 - b. Multiplying three digits by three digits.
 - c. Order of operations--learning where to put parentheses.
 - d. Properties of multiplication--commutative, associative and distributive.
 - e. Understand the regular division algorithm.
 - f. Understand and be able to execute division with and without remainders.
 - g. Introduction to division with a two digit divisor.
5. The student will read and construct bar graphs and pictographs.
6. The student will understand the meaning of $1/2$, $1/4$, $1/3$, $1/5$, $1/6$, $1/8$.
7. The student will be introduced to equivalent fractions.
8. The student will be introduced to addition and subtraction of simple fractions.
9. The student will be introduced to Roman numerals through 100.
10. The student will read and write numbers through the millions.
11. The student will round numbers to the nearest ten and the nearest hundred.
12. The student will measure volume using the cup and liter/milliliter.
13. The student will measure himself/herself using an English scale and a metric scale.
14. The student will continue to study linear measurement and will continue study of the metric prefixes centi, milli and kilo.
15. The student will write specific amounts of money up to \$999.99, using symbols.
16. The student will make change from \$1.00, \$5.00 and \$10.00.
17. The student will continue to be exposed to problem solving techniques and realistic applications of math skills.

C. READING

General goals are that the student will develop competence in basic aspects of the reading process; engage in general learning functions appropriate to reading; and, apply reading skills and understandings.

1. The student will understand what reading is (e.g., recognize that written symbols represent speech sounds

and language patterns used to communicate the writer's meaning; recognize that the reader must also bring meaning to written symbols by associating them with his/her own experience; and, recognize that reading is a meaningful act of communication between writer and reader through written symbols.

2. The student will recognize specific symbol-sound relationships for letters and spelling (e.g., discriminate their sounds and written forms).
3. The student will perceive words with accuracy and meaning (e.g., analyze words by phonetic, structural, context and clues).
4. The student will comprehend the literal meaning of passages (e.g., detect the sequence of ideas; organize ideas into meaningful patterns like main idea, theme or topic).
5. The student will interpret critically the meaning of passages (e.g., identify the intent of the writer; describe the tone and mood of the passage; detect the use and meaning of figurative language; perceive relationships among ideas; infer unstated meanings; predict outcomes; draw conclusions; see implications; make applications; and, evaluate passage as a whole).
6. The student will build meaningful associations in reading (e.g., relate reading to one's own experience, needs and desires; relate reading to other on-going language experience in listening, speaking and writing; and, determine specific reasons for reading).
7. The student will adapt speed of reading to purpose and materials.
8. The student will organize ideas for retention and recall (e.g., outline salient points; and, summarize orally or in writing).
9. The student will develop effective study habits (e.g., locate and select reading materials; identify the major parts of a book; use indexes efficiently; use dictionaries and glossaries efficiently; use encyclopedias and other reference books selectively; use the library and library aids effectively; compare several selections on the same theme or topic; combine reading with other ways of learning; relate reading to concrete experiences including dramatization and other direct experiences in and out of the classroom; relate reading to graphic material including map study, diagrams, charts, drawings and pictures).
10. The student will use reading for personal-social development (e.g., apply insights gained from reading to one's personal life; apply insights gained from reading to understand others).
11. The student will develop skills in oral communication (e.g., interpret a passage or selection to a group; and, participate in choral reading).

D. SCIENCE

1. The student will be able to investigate and identify a problem.
2. Based upon this investigation, the student will be able to use his/her experience and make clear observations.
3. Based upon this investigation, the student will be able to make one or more inferences.
4. Based upon this same investigation, the student will be able to state a question for further investigation and hypothesis.
5. Based upon the same investigation, the student will be able to list the manipulated, controlled and responding variables.
6. Based upon the same investigation, the student will be able to make a summary or conclusion based on given data.
7. From the same investigation, the student will be able to make two operational definitions based on what he/she does and observes.

E. SOCIAL STUDIES

1. Content
 - a. Vermont Studies (Economics, Geography, Government, History).
 - b. Current Events.
 - c. United States Geography (regional approach).
 - d. Geography of other regions (Canada, Latin America and Caribbean Basin).
2. Social Studies Skills
 - a. Chart, diagram and graph skills (e.g., constructing charts and tables; reading and using simple and double bar graphs and pictographs; comparing information on tables and bar graphs, time lines and flow charts).
 - b. Map and globe skills (e.g., using symbols; interpreting pictures; using map keys; understanding that the globe is a model of the earth; identifying the equator and hemispheres; identifying longitude and latitude, cardinal and intermediate directions; using distance scale and grid maps; identifying continents and oceans; and , comparing two types of maps).
 - c. Study and research skills (e.g., identifying reference sources such as encyclopedia, Atlas, newspaper, dictionary; completing a short research paper using more than one classroom or library source).
 - d. Thinking and problem solving skills (e.g., identifying similarities and differences; grouping in categories; identifying cause and effect; prediction and planning; and, group discussions).

GRADE FIVE

LANGUAGE ARTS

A. Reading

1. Word Attack Skills

- a. The student will review and extend previously learned word attack skills.

2. Vocabulary

- a. The student will use a dictionary as a source of synonyms and antonyms.
- b. The student will determine word meaning from context clues.
- c. The student will use guide words in a dictionary.
- d. The student will recognize homonyms.
- e. The student will recognize relationships between vocabulary and mood.
- f. The student will build vocabulary through the understanding of prefixes and suffixes.
- g. The student will understand new words through recognition of the base word.
- h. The student will become familiar with denotation and connotation of words.

3. Comprehension Skills

- a. The student will develop the ability to state the main idea.
- b. The student will list events in proper sequence.
- c. The student will determine fact from opinion.

4. Study Skills

- a. The student will know parts of a book.
- b. The student will develop the ability to relate reading to graphic material (e.g., maps, diagrams, charts).
- c. The student will develop the ability to use the index of a book.
- d. The student will learn how to skim reading material.
- e. The student will develop the ability to adjust the rate of reading to the type of material (e.g., material read for information vs. material read purely for enjoyment).
- f. The student will develop the ability to use reference material.
- g. The student will summarize and evaluate a passage as a whole.

5. Expression in Oral Reading

- a. The student will develop the ability to interpret a passage and retell to a group.
- b. The student will effectively read a passage orally.

B. Reasoning

1. The student will observe and report data.
2. The student will identify a problem.
3. The student will suggest causes of the problem.
4. The student will suggest solutions to the problem.
5. The student will predict consequences.
6. The student will identify similarities and differences.
7. The student will categorize items.

8. The student will make his/her own categories.
9. The student will arrange items sequentially.
10. The student will distinguish between fact and opinion.
11. The student will defend a position.
12. The student will state a summary or conclusion.
13. The student will identify valid conclusions.

C. Speaking/Listening

1. The student will participate actively in discussions.
2. The student will give the main idea of an article that is verbally given.
3. The student will explain the plot of a book verbally.
4. The student will introduce the main characters.
5. The student will sequentially tell a story.
6. The student will give directions.
7. The student will explain a process.
8. The student will secure information by telephone.
9. The student will introduce himself/herself.
10. The student will follow directions.
11. The student will summarize an oral presentation.

D. Writing

1. The student will be able to write personal, friendly and business letters.
2. The student will be able to fill out forms.
3. The student will write legibly.
4. The student will spell accurately.
5. The student will copy material.
6. The student will produce an organized piece of writing.
7. The student will use the Vermont Writing Process.

E. Spelling

1. The student will extend alphabetizing skills.
2. The student will abbreviate the days of the week, months of the year, titles, streets and states.
3. The student will obtain information by using the dictionary for definitions and pronunciations.
4. The student will locate words in the dictionary through the use of guide words.
5. The student will incorporate the list of words recommended by the state into the units.
6. The student will review vowel and consonant sounds.
7. The student will review and use phonetic rules and sounds.
8. The student will apply rules for prefixes and suffixes.

F. Language

1. Grammar

a. Parts of Speech

1. The student will recognize that a noun names a person, place or thing and use clues to identify nouns.
2. The student will identify and correctly write singular and plural possessive forms of nouns.
3. The student will understand the use of the apostrophe to show possession.
4. The student will identify possessive and personal pronouns.

5. The student will recognize the present and past tense of the verb.
6. The student will recognize that adjectives modify nouns or pronouns.
7. The student will recognize that adverbs modify verbs.
8. The student will identify conjunctions.
- b. The Sentence
 1. The student will identify simple and complete subjects and predicates.
 2. The student will distinguish a sentence from a fragment.
2. Usage
 - a. Agreement
 1. The student will use correct forms to agree with singular and plural subjects.
 - b. Verb usage
 1. The student will use correctly the past forms of some irregular verbs.
 2. The student will recognize and use correctly present and past forms of the verbs "be", "have", and "to".
 - c. Modifiers
 1. The student will use the correct comparative forms of adjectives and adverbs.
 - d. Common errors
 1. The student will use one negative word to make a statement mean "no" or "not".
3. Punctuation and Capitalization
 - a. End punctuation
 1. The student will use end punctuation correctly to identify kinds of sentences.
 - b. Comma Usage
 1. The student will use commas correctly in addresses, dates, numerals, inverted names, and greetings and closings of letters.
 - c. Apostrophe Usage
 1. The student will use the apostrophe correctly to form possessive nouns, and in contractions.
 - d. Quotation Marks
 1. The student will use quotation marks correctly.
 - e. Capital Letter Usage
 1. The student will use capital letters correctly in beginning sentences, direct quotations, greetings and closings of letters, and first and all important words in titles.
 - f. Proper Noun and Proper Adjective Capitalization.
 1. The student will recognize that proper nouns and adjectives are capitalized.
4. Penmanship
 - a. The student will recognize and use the correct lower and upper case forms of cursive letters; and write correctly using cursive writing in all written assignments.

5. Composition
 - a. The Sentence
 1. The student will write compound sentences by combining sentences with related ideas; identify and correct sentence fragments and run-on sentences; and, recognize that a topic sentence expresses the main or controlling idea of a paragraph.
 - b. The Paragraph
 1. The student will write a descriptive, and narrative paragraph.
 - c. Note-taking and Outlining
 1. The student will learn to take notes; and, learn to organize notes into an outline to show main topics, subtopics and supporting details.
 - d. Letters
 1. The student will write a friendly letter in which interests and experiences are shared.
6. Dictionary Skills
 - a. The student will use guide words to locate words; use the dictionary to improve spelling; use a pronunciation key to find correct pronunciation; and, use the dictionary to find parts of speech.
- G. Literature
 1. The student will determine fiction from non-fiction; recognize various types of fiction; determine cause and effect relationships; identify mood or tone; interpret feelings, emotions, and moods of stories; draw conclusions and make inferences; recognize figurative language; recognize the author's intent in various forms of writing; recognize parts of a story; recognize imagery in a story and interpret it; and, read Big Red and A Taste of Blackberries.
- H. Media
 1. The student will know the parts of a book; know most of the library terms used (fiction, non-fiction, references, non-print); know how a library is arranged and what each section contains; be familiar with the card catalog; be familiar with the Reader's Guide to Periodical Literature; be introduced to the vertical files; and, alphabetizing books, words and dictionary skills.

MATHEMATICS

1. The student will add and subtract with extensive borrowing.
2. The student will multiply four digits by two digits and divide with a two digit divisor and a four digit dividend.
3. The student will compute averages.
4. The student will do the following with fractions: recognize fractional parts; converting mixed numbers and improper fractions; equality and inequality; common factors; reducing; lowest common denominator; improper fractions and mixed numbers; adding fractions (like denominators, unlike denominators and mixed numbers);

- and, subtracting fractions (like denominators, no borrowing, unlike denominators, no borrowing, mixed numbers, borrowing/changing).
5. The student will add and subtract using decimals.
 6. The student will read Celsius and Fahrenheit thermometers.
 7. The student will continue work with metric and English measurement: length; volume; and mass.
 8. The student will solve problems involving area and perimeter.
 9. The student will make change up to \$10.00.
 10. The student will estimate answers to appropriate computation problems; round numbers to the nearest thousand, money to the nearest cent; and, decimals to the nearest one and tenth.
 11. The student will work with the following in the area of number theory: introduction to integers; addition and subtraction of integers; use of the number line; associative, distributive, and commutative properties; prime and composite numbers; and, review multiples.
 12. The student will work with the following in the area of geometry: formulas and vocabulary; area and circumference of circles; area and perimeter of geometric forms (rectangle, square and triangle).

SCIENCE

1. The student will use an experience and make a clear observation.
2. Based on this observation, the student will make one or more inferences about the experience.
3. Given an activity, the student will classify objects into at least two categories.
4. The student will make three metric measurements based on the meter, liter and gram.
5. Given one activity or experience, the student will predict the outcome and give a reason why.
6. Given a graph, map or other collection of facts, the student will make a summary or conclusion based on the data.
7. Upon completion of Goal 6, the student will interpret the data as to draw a conclusion of the problem.
8. Given an activity, the student will make two operational definitions, based on what the student does and observes.
9. Given an activity, the student will list the constant, manipulated and responding variables.
10. Given an activity, the student will state a concise question for investigation and will set up a test to solve the question.

SOCIAL STUDIES

Content: Map Skills, Discovery and Exploration, Colonization, Establishing a Nation, Westward Expansion, Civil War Era, Modern America.

Social Studies Skills

1. Map and Globe
 - a. The student will find cardinal directions; use map symbols; compare maps and follow routes on a map; use map keys, read maps and measure distances using a map scale; and locate places on a map and globe.
2. Using Social Studies Tools
 - a. The student will learn to read charts, time lines, graphs of various types, and diagrams.
3. Locating Information
 - a. The student will recognize and use different parts of the textbook; use the geography dictionary, library and card catalog and encyclopedia, and other reference works.
4. Acquiring Information
 - a. The student will learn how to skim for information; learn from photographs, observation, and interpreting illustrations; reading to answer questions, noting details and extending vocabulary.
5. Recording and Organizing
 - a. The student will summarize, review, write a drama, make a mural, take notes, outline and sequence.
6. Communication
 - a. The student will work with peers on projects, define terms, share information, dramatize, make pictures, meet in committees, discuss two sides of an issue, report, write, and, recall information.
7. Critical Thinking
 - a. The student will draw conclusions, compare and contrast, develop a sense of chronology, infer cause and effect relationships, hypothesize, and make observations.
8. Appreciation and Awareness
 - a. The student will understand the multi-ethnic nature of our culture, the importance of majority rule, the need to conserve natural resources, develop an awareness of urban problems, an appreciation for natural beauty, the contributions of native Americans, recognize the importance of patriotism, leadership, representative government, individual responsibility, rights of others and respect for other cultures.

GRADE SIX

LANGUAGE ARTS

A. Reading

1. The student will use previously learned word attack skills independently.
2. The student will demonstrate the proper use of synonyms and antonyms; the ability to determine word meaning from context clues; and, identify a prefix and suffix and use them properly.
3. The student will recognize the main idea of a story; irrelevant details; make inferences; determine fact from opinion; list events in proper sequence; and, follow directions.
4. The student will demonstrate the ability to skim for information; use a Table of Contents; use an Index; summarize; use the library; and, adjust the rate of reading to the type of reading.
5. The student will interpret and retell a passage to the group; and, effectively read orally.
6. The student will use guide words to locate words in a dictionary; use the dictionary to improve spelling; use a pronunciation key to locate correct pronunciation; and, use the dictionary to find part of speech.

B. Reasoning

1. The student will observe and report data; identify a problem; suggest the causes of a problem; suggest solutions to a problem; predict consequences; identify similarities and differences; categorize items; make own categories; arrange items sequentially; distinguish fact and opinion; defend a position; state summaries and conclusions; and, identify valid conclusions.

C. Speaking/Listening

1. The student will participate actively in discussions; give the main idea of an article that is verbally given; explain the plot of a book verbally; introduce the main characters; sequentially tell a story; give directions; explain a process; secure information by telephone; introduce self; summarize an oral presentation; and, follow directions.

D. Writing

1. The student will write a personal, friendly, and business letter; fill out forms; write legibly; spell accurately; copy material; produce an organized piece of writing; and, use the Vermont Writing Process.

E. Spelling

1. The student will extend alphabetizing skills; abbreviate days of the week, month, titles, streets, and states; obtain information by using the dictionary for definitions and pronunciations; incorporate the list of state recommended words into the units; review vowel and consonant sounds; use and review phonetic rules and sounds; and, apply rules for suffixes and prefixes.

F. Language

1. Grammar

a. Parts of Speech

1. The student will recognize that a noun names a person, place or thing; use clues to identify nouns; identify and write correctly singular and plural possessive forms of nouns; understand the use of the apostrophe to show possession; identify possessive and personal pronouns; learn the use of interrogative and relative pronouns; recognize the principal parts of a verb; recognize that adjectives modify nouns or pronouns; recognize that adverbs modify verbs, adjectives, or other adverbs; learn to identify conjunctions; use conjunctions to combine words or word groups; and, learn to identify interjections.

b. The Sentence

1. The student will identify simple and complete subjects and predicates; learn to identify prepositional phrases; learn that two simple sentences combined with a conjunction make a compound sentence; and, distinguish a sentence from a fragment or run-on.

2. Usage

a. Agreement

1. The student will use the correct verb to agree with singular and plural subjects; and, use the subject and object form of pronouns.

b. Verb Usage

1. The student will use correctly the past and past participle forms of some irregular verbs; and, recognize and use correctly present and past forms of the verbs "be", "have", and "do".

c. Modifiers

1. The student will use the correct comparative forms of adjectives and adverbs.

d. Common Errors

1. The student will use one negative word to make a statement mean "no".

3. Punctuation and Capitalization

a. End Punctuation

1. The student will use end punctuation correctly to identify different kinds of sentences; and, use punctuation correctly in addresses, dates, numerals, inverted names, and greetings and closings of letters.

b. Apostrophe Usage

1. The student will use the apostrophe to form possessive nouns and in contractions.

c. Quotation Marks

1. The student will use quotation marks correctly.

d. Capital Letter Usage

1. The student will use capital letters correctly in the beginning of sentences, direct quotations, greetings and closings of letters and the first and all important words in titles.
2. The student will recognize that proper nouns and

adjectives are capitalized.

4. Composition

a. The Sentence

1. The student will write compound sentences by combining sentences with related ideas; identify and correct sentence fragments and run-on sentences; recognize that a topic sentence expresses the main or controlling idea of a paragraph.

b. The Paragraph

1. The student will write a descriptive and narrative paragraph.

c. Note-taking and Outlining

1. The student will learn to take notes; and, organize notes into an outline to show main topics, subtopics, and supporting details.

d. Letters

1. The student will write a friendly letter in which interests and experiences are shared.

G. Literature

1. The student will determine fiction from non-fiction and recognize various types of fiction.
2. The student will choose two of the following titles to be read during the school year: Girl Who Owned a City; Island of the Blue Dolphin; Sadaka and a Thousand Paper Cranes; My Side of the Mountain; A Wrinkle in Time; and, Adventures of Ulysses.
3. The student will determine cause and effect; recognize propaganda; recognize figures of speech; draw conclusions; and, interpret feelings, emotions and mood of a story.
4. Literary Skills
 - a. The student will recognize parts of a story; know the difference between types of fiction and non-fiction; recognize kinds of fiction; and, recognize kinds of conflicts.

H. Media

1. The student will be familiar with research skills; able to locate necessary materials; and, use a card catalog.

MATHEMATICS

1. The student will read and interpret various graphs.
2. The student will understand and use the monetary system (checking and savings accounts, balance sheets, menus, cash register tapes).
3. The student will continue work with metric and English measurement.
4. The student will review the four basic operations introduced in earlier grades.
5. The student will work with the following in the area of fractions: common denominators; unlike denominators; addition, subtraction, multiplication and division of fractions; reducing fractions (LCD), LCM, fractions as percents, fractions as ratios, and finding fractional parts.

6. The student will work with the following in the area of percent: percent as fractional equivalents; decimal equivalents; multiplication of percents with whole numbers; and, multiplication of percents with fractional numbers.
7. The student will work with the following in the area of decimals: decimals as fractions; decimals as percents; addition, subtraction, multiplication and division of decimals; and addition, subtraction, multiplication and division of decimals with whole numbers.
8. The student will estimate with fractions and decimals.

SCIENCE

1. The student will use an experience and make a clear observation.
2. Based on this observation, the student will make one or more interences about the experience.
3. Given an activity, the student will classify objects into at least two categories.
4. The student will make at least three metric measurements based in meter, liter and gram; and, do the same in the English system based on length, volume and weight.
5. Given at least one activity or experience, the student will predict the outcome and give a reason.
6. Given a graph, map or other collection of facts, the student will make a summary or conclusion based on the data.
7. Upon completion of Goal 6, the student will interpret the data as to draw a conclusion of the problem.
8. Given an activity, the student will make two operational definitions, based on what the student does and observes.
9. Given an activity, the student will list the constant, manipulated and responding variables.
10. Given an activity, the student will state a concise question for investigation and will set up a test to solve the question.

SOCIAL STUDIES

Content: Ancient Civilizations; The Middle Ages; The Renaissance; Modern Europe; and Africa and Asia.

SOCIAL STUDIES SKILLS

1. Geography
 - a. The student will identify and/or read the following: map legends, keys, symbols, lines of longitude and latitude, cardinal and intermediate directions, time zones, International Date Line, Prime Meridian, the Tropics, Equator, equinox, solstice, and use of map scales to measure distances between points.
 - b. The student will identify various types of maps, landforms, and, bodies of water; use a grid; trace a route given specific directions; use maps to make predictions; and, identify the source of a river and trace its course.

2. Economics

- a. The student will demonstrate a knowledge of economic cooperation, government and trade, rich and poor nations, supply and demand; and, cause and effect of worldwide economic growth and recession.

3. Citizenship and Patriotism

- a. The student will identify and use examples to demonstrate knowledge of political conflicts, the role of people in government, different forms of government; and, civil and human rights.

4. Current Events

- a. The student will demonstrate the ability to use the following to gather information and use it in reports or other teacher-directed activities: television, news programs, newspapers, other visual media, and periodicals.

5. Social Sciences

- a. The student will understand what an ethnic group is; the similarities and differences between ethnic groups based on culture; and how ethnic groups strive to maintain their identity and why.

GRADE SEVEN

LANGUAGE ARTS

A. Reading

1. Word Attack Skills

- a. The student will use previously learned word attack skills independently.

2. Vocabulary

- a. The student will demonstrate proper use of synonyms and antonyms; and, demonstrate the ability to determine word meaning from context clues.

3. Comprehension Skills

- a. The student will recognize main idea; recognize irrelevant details; make inferences; determine fact from opinion; list events in proper sequence; and follow directions.

4. Study Skills

- a. The student will demonstrate the ability to skim for information; and, summarize.

5. Dictionary Skills

- a. The student will use guide words to correctly locate words; and, use the dictionary to improve spelling.

B. Literature

1. Book Review

- a. The student will learn to write a book review that summarizes and discuss the book effectively; determine fiction from non-fiction; and recognize various types of fiction.
- b. The student will select two of the following titles to read during the school year: Treasure Island; Incredible Journey; A Day No Pigs Would Die; The Cay; Sounder; Call of the Wild; Helen Keller; and, Adventures of Tom Sawyer.
- c. The student will determine cause and effect; recognize propaganda; recognize figures of speech; draw conclusions; and, interpret feelings, emotions, and mood in a story.

2. Literary Skills

- a. The student will recognize parts of a story; know the difference between types of fiction and non-fiction; recognize kinds of fiction; and; recognize kinds of conflicts.

C. Grammar

1. Parts of Speech

- a. The student will recognize that a noun names a person, place or thing; use clues to identify nouns; identify and write correctly singular and plural possessive forms of nouns; understand the use of the apostrophe to show possession; identify possessive and personal pronouns; recognize the principal parts of a verb; learn to distinguish transitive and intransitive verbs; recognize that adjectives modify nouns or pronouns; recognize that adverbs modify verbs, adjectives, or other adverbs; learn to identify adverbs used as intensifiers;

distinguish prepositions from adverbs; use conjunctions to combine words or word groups; identify coordinating conjunctions; and, learn to identify interjections.

2. The Sentence

- a. The student will identify simple and complete subjects and predicates; learn to identify direct and indirect objects; learn to identify prepositional phrases; identify simple, compound, complex sentences and the writing thereof; distinguish a sentence from a fragment or run-on; and, identify purposes of interrogative, declarative and imperative sentences.

D. Usage

1. Agreement

- a. The student will use correct verb forms to agree with singular and plural subjects; use the subject and object forms of pronouns; and learn that a pronoun should agree with its antecedent in number and gender.

2. Verb Use

- a. The student will use correctly the past and past participle forms of some irregular verbs.

3. Modifiers

- a. The student will use the correct comparative forms of adjectives and adverbs.

4. Common Errors

- a. The student will use one negative word to make a statement mean "no" or "not".

E. Writing

1. The student will use commas correctly in addresses, dates, numerals, inverted names, and greetings and closings of letters; and, use quotation marks correctly.
2. The student will use capital letters correctly in the beginnings of sentences; direct quotations; greetings and closings of letters; and, first and all important words in titles.
3. The student will recognize that a topic sentence expresses the main idea of a paragraph; recognize that similes and metaphors are kinds of comparisons; and learn to express opinions and support them with reasons and facts in writing.
4. The student will write a descriptive, narrative, introductory and closing paragraph; and learn to write an explanatory paragraph.
5. The student will learn to organize notes into an outline to show main topics, subtopics and supporting details.
6. The student will write a friendly letter in which interests and experiences are shared; and, write a clear, brief, and courteous business letter.

F. Spelling

1. The student will extend alphabetizing skills; reinforce the alphabetizing of days of the week, and months; obtain information by using the dictionary for definitions and pronunciations; incorporate the list of words recommended by the state into the units; incorporate the list of most commonly used words in the units; and, use the dictionary

to learn multiple meanings of words and different word forms.

G. Speaking/Listening

1. The student will participate actively in discussions; give the main idea of an article that is verbally given; explain the plot of a book verbally; introduce main characters; sequentially tell a story; give directions; explain a process; secure information by telephone; introduce self; summarize an oral presentation; and, follow directions.

H. Media

1. The student will learn how to locate books using a card catalog; learn to identify and use specific reference books to locate information for a research report; and, learn to take notes from research material.

I. Reasoning

1. The student will observe and report data; identify a problem; suggest causes of a problem; suggest solutions to a problem; predict consequences; identify similarities and differences; categorize items; make own categories; arrange items sequentially; distinguish fact from opinion; defend a position; state summaries and conclusions; and, identify valid conclusions.

MATHEMATICS

LEVEL ONE

1. Place Value

- A. Reading and writing numerals: millions through thousands.
- B. Comparing: using the symbols ($>$, $<$, $=$) properly.
- C. Expanded notation
- D. Vocabulary: digit, period, thousands, millions, tenths, hundredths, thousandths.
- E. Rounding: nearest millions through hundreds.

2. Whole Numbers

A. Addition and Subtraction

1. Renaming instead of borrowing in subtraction; checking; mastery of basic facts through ten.

B. Multiplication and Division

1. Six digit products; mental computation with ones, tens, hundreds, thousands; two digit divisor; five-step method (divide, multiply, subtract, compare, bring down); mastery of basic facts through ten; translate three forms of division interpreted as "divided by"; express remainders as "r 24"; and, check with multiplication and addition.

C. Estimation

D. Word Problems: solve two-step problems with above operations.

E. Vocabulary: addend, sum, difference, product, divisor, set, element, whole number, dividend, quotient, factor, multiple.

3. Problem Solving

A. Techniques

1. Identify the question to be answered; encourage sketching or diagraming; identify the operations to be used; show each computation and label the final answer; test reasonableness of answer by estimation; and, check computation.
- B. The use of this problem solving technique should be encouraged for the word problems presented within each topic taught.
- C. The word problems presented should almost always be a mixture of different operations and not presented in isolation.

4. Decimals

- A. Correct placement of the decimal point in a whole number.
- B. Addition and subtraction: aligning, from horizontal to vertical, a variety of whole numbers and decimals.
- C. Multiplication: factors used will be tenths and hundredths.
- D. Division
 1. Divisor to tenths and whole number dividend; whole number divisor and decimal dividend where zeros have to be added to the right of the decimal point in the quotient.
- E. Vocabulary: decimal, fraction.

5. Fractions

- A. Reviewing the meaning of fractions
- B. Renaming
 1. Prime factorization and use of factor trees; whole numbers as fractions; equivalent; and, improper.
- C. Addition, subtraction, multiplication
 1. The numbers being combined will not be mixed; and, like and unlike denominators (encourage the use of the lowest common multiplier).
- D. Vocabulary: numerator, improper fraction, factor, denominator, proper fraction, simplify, prime number.
- E. Word problems

6. Geometry

- A. Use of measuring instruments: both English and metric.
- B. Perimeter: rectangle, circle, square, triangle.
- C. Introduce to formulas (use of variables).
- D. Area: rectangle, circle, square, triangle.
- E. Measuring an angle.
- F. Vocabulary: perimeter, area, variable, formula, diameter, radius, circumference.

7. Percents

- A. Changing fractions and decimals to percents using denominators which convert evenly into 100.
- B. Find the percent of a number.

8. Other topics

- A. Roman numerals, exponents, use of rulers, time and money, Metric system, and English measurement.

LEVEL TWO

1. Place Value
 - A. Rounding and writing numerals: trillions through millionths.
 - B. Comparing: using the symbols for greater than, less than, equal to.
 - C. Rounding numerals: nearest trillion through millionths.
 - D. Stating place value in terms of powers of ten.
 - E. Expanded notation.
 - F. Scientific notation.
 - G. Vocabulary: digit, period, thousands, millions, tenths, hundredths, thousandths, millionths, trillions, scientific notation, exponent, power.
2. Whole Numbers
 - A. Addition and subtraction
 1. Renaming insted of borrowing in subtraction; checking; and, mastery of basic facts through ten (both operations taught at the same time).
 - B. Multiplication and division
 1. Seven digit product; exponents; mental computation with tens, hundreds, thousands; three digit divisor; five-step division method (divide, multiply, subtract, compare, bring down); mastery of basic facts through ten; translate three forms of division interpreted as "divided by"; express remainders as "r 24 and fraction"; short division; and check with multiplication and addition (both operations at the same time).
 - C. Estimation
 - D. Word problems: solve two-step problems using the four basic operations (addition, subtraction, multiplication and division plus estimation).
 - E. Vocabulary: addend, sum, difference, product, divisor, set, quotient, element, dividend, factor, multiple, whole number.
3. Problem Solving
 - A. Techniques
 1. Identify the question to be answered; encourage the sketching or diagraming; identify the operations to be used; show each computation and label the final answer; test reasonableness of answer by estimation; and check computation.
 - B. The use of this problem solving technique should be encouraged for the word problems presented within each topic taught.
 - C. The word problems presented should almost always be a mixture of different operations and not presented in isolation.
4. Decimals
 - A. Correct placement of the decimal point in a whole number.
 - B. Addition and subtraction: aligning, from horizontal to vertical, a variety of whole numbers and decimals.
 - C. Multiplication:
 1. Factors used will be tenths, hundredths, thousandths and all combinations of the above; and, mental

- computation.
- D. Division
 - 1. Division to hundredths; and, whole number divisor and decimal dividend where zeros have to be added to the right of the decimal.
- E. Word problems
- 5. Fractions
 - A. Reviewing the meaning of fractions
 - B. Renaming: prime factorization and use of factor trees; whole numbers as fractions; equivalent; and, improper.
 - C. Comparing: ordering; and, locating on number lines.
 - D. Four operations
 - 1. The numbers used will be combinations of whole, mixed, proper and improper; like and unlike denominators (encourage the use of the LCM); and, encourage factorization in multiplication and division (GCF or GCD).
 - E. Vocabulary: numerator, denominator, proper fraction, improper fraction, factor, simplify, reciprocal, descending order, ascending order, mixed numeral.
 - F. Word problems
- 6. Percents
 - A. Changing fractions and decimals to percents.
 - B. Three types of percent problems.
 - C. Word problems (sales tax, interest).
 - D. Vocabulary: interest, percent.
- 7. Integers
 - A. Define set.
 - B. Compare, order, locate points, name opposites.
 - C. Addition and subtraction on the number lines.
 - D. Vocabulary: integers, opposite, negative, positive, $I =$.
- 8. Measurement
 - A. Metric measure.
 - B. English measure.
 - C. Use of measuring devices.
- 9. Geometry
 - A. Use of measuring instruments (English and Metric).
 - B. Perimeter: rectangle, circle, square, triangle.
 - C. Introduce formulas (use of variables).
 - D. Area: rectangle, circle, square, triangle.
 - E. Volume of a cube, rectangular solid, cylinder (basic formula: $V=Bh$, where B is the area of the base).
 - F. Encourage memorization of formulas.
 - G. Measuring an angle.
 - H. Vocabulary: acute angle, obtuse angle, right angle, straight angle, diameter, radius, formula, perimeter, area, pi, variable, base, height, altitude, width, parallelogram, quadrilateral, polygon, circle, triangle, rectangle, trapezoid, congruent.
- 10. Other topics
 - A. Solving equations containing a variable with addition and subtraction.
 - B. Order of operations.
 - C. Substituting a value for a variable.

LEVEL THREE

1. Place Value

- A. Rounding and writing numerals: trillions through millionths.
- B. Comparing: using the symbols $<$, $>$, $=$, $<$, $>$.
- C. Rounding numerals: nearest trillion through millionths.
- D. Stating place value in terms of powers of 10.
- E. Expanded notation using positive and negative exponents.
- F. Scientific notation: whole numbers and decimals less than one.
- G. Vocabulary: digit, period, thousands, millions, tenths, hundredths, thousandths, millionths, trillions, quintillions, quadrillions, inequality, scientific notation, power, exponent.

2. Whole Numbers

- A. Four operations with six digit numbers.
- B. Estimation of answers for each of the above.
- C. Translate three forms of division as interpreted by "divided by".
- D. Express remainders as fractions.
- E. Two-step word problems.
- F. Vocabulary: addend, sum, difference, product, divisor, set, quotient, element, dividend, factor, multiple, whole number.

3. Problem Solving

- A. Techniques: identify the question to be answered; encourage the sketching or diagraming; identify the operations to be used; show each computation and label the final answer; test reasonableness of answer by estimation; and, check computation.
- B. The use of this problem solving technique should be encouraged for the word problems presented within each topic taught.
- C. The word problems presented should almost always be a mixture of different operations and not presented in isolation.

4. Decimals

- A. Correct placement of the decimal point in a whole number.
- B. Addition and subtraction: aligning, from horizontal to vertical, a variety of whole numbers and decimals.
- C. Multiplication
 - 1. Factors used will be tenths, hundredths, thousandths, and all combinations of the above; and, mental computation.
- D. Division
 - 1. Division to thousandths; whole number division and decimal dividend where zeros have to be added to the right of the decimal; students should be able to round quotients to a four digit number; and, express a quotient as a repeating decimal.

5. Fractions

- A. Four operations with mixed numbers and unlike denominators.
- B. Prime factorization: repeated division.

- C. GCF and LCM.
- D. Vocabulary: numerator, denominator, proper fraction, improper fraction, factor, simplify, reciprocal, descending order, ascending order, mixed numeral, density property.
- E. Word problems.
- F. Renaming fractions as decimals.
- G. Comparing: ordering and locating on a number line.
- 6. Percents
 - A. Changing fractions and decimals to percent.
 - B. Changing percent to a fraction.
 - C. Changing a percent to a decimal.
 - D. Three types of percent problems.
 - E. Vocabulary: interest, percent, principal, rate.
- 7. Integers
 - A. Define set.
 - B. Compare, order, locate points, name opposites.
 - C. Four operations with use of the number line where possible.
 - D. Vocabulary: integers, opposite, negative, positive, $I =$.
 - E. Use of integers with exponents.
- 8. Measurement
 - A. Metric measure.
 - B. English measure.
 - C. Use of measuring devices.
- 9. Geometry
 - A. Use of measuring devices.
 - B. Perimeter of any polygon and circumference of a circle.
 - C. Use of formulas.
 - D. Area of a rectangle, circle, square, triangle, and parallelogram.
 - E. Encourage memorization of formulas.
 - F. Measuring an angle: the sum of the angles of a triangle.
 - G. Volume of a cube, rectangular solid, cylinder.
 - H. Vocabulary: acute angle, obtuse angle, right angle, straight angle, diameter, radius, formula, perimeter, area, pi, variable, base, height, altitude, length, width, parallelogram, quadrilateral, polygon, circle, triangle, rectangle, trapezoid, congruent.
- 10. Solving equations for a variable
 - A. With four operations.
 - B. Step by step method must be shown (algebraic approach).
- 11. Other topics
 - A. Graphing on number lines.
 - B. Graphing on coordinate axis.
 - C. Computer literacy.
 - D. Introduction to trigonometry.
 - E. Square root algorithm.
 - F. Pythagorean Theory.

SCIENCE

- 1. Organizing Information
 - A. The student will organize a lab report; maintain a notebook; construct and interpret bar graphs and line

- graphs; construct and interpret data tables; and, distinguish between observations and interpretations.
2. Proper and Safe Use of Equipment
 - A. The student will measure length with a meter stick; measure volume with a graduated cylinder; measure mass with a balance; measure temperature with a thermometer; and use a microscope and make a wet mount of the letter "c" and identify its parts.
 3. Atoms and Molecules
 - A. The student will draw a popular model of the atom and label protons, neutrons and electrons; and, know the electrostatic charge of the atom parts.
 4. The Cell
 - A. The student will identify three basic parts of animal cell structure and basic parts of plant cell structure; identify three types of basic locomotion of protists; and, list and describe each of the life processes (photosynthesis, respiration, growth and reproduction, response).
 5. The student will know the major categories of the classification system and apply this system to humans.
 6. Plant Structure
 - A. The student will identify the five main parts of a plant and their functions (root, stem, leaf, flower, seed).
 7. Animal Structures
 - A. The student will identify the ten organ systems and their primary functions (circulatory, digestive, endocrine, excretory, integumentary, muscular, nervous, reproductive, respiration, skeletal).
 8. Health and Nutrition
 - A. The student will identify the four basic food groups; differentiate between proteins, carbohydrates and fats and describe their purpose in the body; and, describe the importance of sleep and exercise for proper health.

SOCIAL STUDIES

Content: World Culture and Geography: A review of basic geography skills and a study of the Western and Eastern Hemispheres.

1. The student will demonstrate the ability to use information from a series of maps (political, natural resource, climate, road, vegetation, demographic, contour).
2. The student will demonstrate a series of geography skills (finding cardinal and intermediate compass points, equator, prime meridian, and, International Date Line; recognize longitude and latitude, and use these coordinates to place information on a map; distinguish between continents and countries on a map; distinguish hemispheres, continents and bodies of water on a clearly marked map; locate the high middle and low latitudes; understand time zones, locate five river and mountain systems on a world map; prepare a line or bar graph with data; draw a conclusion from data on a chart or graph; and

- retrive information from a variety of charts and graphs.
3. The student will develop and present an oral and written report that consists of an introduction, body and conclusion; complete a written research report using three sources of information; state in writing or orally a specific point of view on a given topic and give at least two reasons to support that point of view.

GRADE EIGHT

LANGUAGE ARTS

A. Reading

1. Word Attack Skills

- a. The student will use previously learned skills independently.

2. Vocabulary

- a. The student will demonstrate proper use of synonyms, antonyms and homonyms; and, demonstrate the ability to determine word meanings from context clues.

3. Comprehension Skills

- a. The student will recognize the main idea; recognize irrelevant details; make inferences; determine fact from opinion; list events in proper sequence; and, follow directions.

4. Study Skills

- a. The student will demonstrate the ability to skim for information; and, summarize.

5. Dictionary Skills

- a. The student will use guide words to correctly locate words; and, use the dictionary to improve spelling; and, use the thesaurus.

B. Literature

1. Book Review

- a. The student will learn to write a book review that summarizes and discusses the book effectively; and, determine fiction from non-fiction and recognize various types of fiction.

2. The student will select two of the following titles be read during the school year: Johnny Tremain; Shane; The Yearling; The Witch of Blackbird Pond; April Morning; And Then There Were None; unit on drama including synopses of eight of Shakespeare's plays; short story unit; and poetry.

3. The student will determine cause and effect; recognize propaganda; recognize figures of speech; draw conclusions; interpret feelings, emotions, and mood of a story; characterize the main characters; identify the main theme; and, determine point of view.

4. Literary Skills

- a. The student will recognize parts of a story; know the difference between types of fiction and non-fiction; and, recognize kinds of fiction; recognize kinds of conflicts.

C. Grammar

1. Parts of Speech

- a. The student will recognize that a noun names a person, place or thing and use clues to identify nouns; identify and write correctly singular and plural possessive forms of nouns; understand the use of the apostrophe to show possession; identify possessive and personal pronouns; recognize the principal parts of a verb; learn to

distinguish transitive and intransitive verbs; recognize that adjectives modify nouns or pronouns; recognize that adverbs modify verbs, adjectives or other adverbs; learn to identify adverbs used as intensifiers; distinguish prepositions from adverbs; use conjunctions to combine words or word groups; identify coordinating conjunctions; and, learn to identify interjections.

2. The Sentence

- a. The student will identify simple and complete subjects and predicates; learn to identify direct and indirect objects; learn to identify prepositional phrases; learn to identify simple, compound, complex sentences and the writing thereof; recognizing and writing compound-complex sentences; distinguish a sentence from a fragment or run-on; and, identify purposes of interrogative, declarative and imperative sentences.

D. Usage

1. Agreement

- a. The student will use correct verb forms to agree with singular and plural subjects; use the subject and object form of pronouns; and learn that a pronoun should agree with its antecedent in number and gender.

2. Verb Usage

- a. The student will use correctly the past and past participle forms of some irregular verbs.

3. Modifiers

- a. The student will use the correct comparative forms of adjectives and adverbs; and identify misplaced modifiers.

4. Common Errors

- a. The student will use one negative to make a statement mean "no" or "not".; use the comparative and superlative forms of verbs.

5. Punctuation

- a. The student will use punctuation correctly (colons, semicolons, quotations and divided quotations); and, capitalization.

E. Writing

1. The student will use the comma correctly in addresses, dates, numerals, inverted names, and greetings and closings of letters; and, use quotation marks correctly.
2. The student will use capital letters correctly in beginnings of sentences, direct quotations, greetings and closings of letters, and, first and all important words in titles.
3. The student will recognize that a topic sentence expresses the main idea of a paragraph; recognize that similes and metaphors are kinds of comparisons that create images in prose and poetry sentences; learn to express opinions and support them with reasons and facts in writing.
4. The student will write a descriptive, narrative, introductory, closing and explanatory paragraph.
5. The student will learn to organize notes into an outline

- to show main topics, subtopics and supporting details.
6. The student will write a friendly letter in which interests and experiences are shared; write a clear, brief, and courteous business letter.
 7. The student will write a research paper, a character sketch, different kinds of poetry, a short story and, a one act play.
- F. Spelling
1. The student will extend alphabetizing skills; obtain information by using the dictionary for definitions and pronunciations; incorporate the list of state recommended words into the units; incorporate the list of most commonly used words in the units; use the dictionary to learn multiple meanings; use the thesaurus; and, recognize the parts of speech as each word is used.
- G. Speaking/Listening
1. The student will participate actively in discussions; give the main idea of an article that is verbally given; explain the plot of a book verbally; introduce main characters; sequentially tell a story; give directions; explain a process; secure information by telephone; introduce self; summarize an oral presentation; and follow directions.
- H. Media
1. The student will learn how to locate books using a card catalog; learn to identify and use specific reference books to locate information for a research report; and, learn to take notes from research material and footnote it properly.
- I. Reasoning
1. The student will observe and report data; identify a problem; suggest causes of a problem; suggest solutions to a problem; predict consequences; identify similarities and differences; categorize items; make own categories; arrange items sequentially; distinguish fact from opinion; defend a position; state and summarize ideas and give conclusions; and, identify valid conclusions.

MATHEMATICS

LEVEL ONE

1. Place Value

- A. Rounding and writing numerals: trillions through ten thousandths.
- B. Comparing: using the symbols for greater than, less than, equal to.
- C. Rounding numerals: nearest trillion through millionths.
- D. Stating place value in terms of powers of ten.
- E. Expanded notation
- F. Scientific notation: introduce whole numbers.
- G. Vocabulary: digit, period, thousands, millions, tenths, hundredths, thousandths, trillions, scientific notation, exponent, power.

2. Whole Numbers

A. Addition and subtraction:

1. Renaming insted of borrowing in subtraction; checking; mastery of basic facts through ten (both operations taught at the same time); orders of operations; substituting a value for a variable; and, introduce solving equations.

B. Multiplication and division:

1. Seven digit product; exponents; mental computation with tens, hundreds, thousands; three digit divisor; five-step division method (divide, multiply, subtract, compare, bring down); mastery of basic facts through ten; translate three forms of division interpreted as "divided by"; express remainders as "r 24"; express remainders as fractions; exposure to short division method; and, check with multiplication and addition (both operations at the same time).

C. Estimation

D. Word problems:

1. Solve two-step problems using the four basic operations (addition, subtraction, multiplication and division plus estimation).

E. Vocabulary: addend, sum, difference, product, divisor, set, quotient, element, dividend, factor, multiple, whole number, variable,

3. Problem Solving

A. Techniques

1. Identify the question to be answered; encourage the sketching or diagraming; identify the operations to be used; show each computation and label the final answer; test reasonableness of answer by estimation; and, check computation.

B. The use of this problem solving technique should be encouraged for the word problems presented within each topic taught.

C. The word problems presented should almost always be a mixture of different operations and not presented in isolation.

4. Decimals

A. Correct placement of the decimal point in a whole number.

B. Addition and subtraction: aligning, from horizontal to vertical, a variety of whole numbers and decimals.

C. Multiplication: factors used will be tenths, hundredths, thousandths and all combinations of the above; mental computation.

D. Division: division by hundredths; whole number divisor and decimal dividend where zeros have to be added to the right of the decimal.

E. Word problems

5. Fractions

A. Reviewing the meaning of fractions.

B. Renaming: prime factorization and use of factor trees; whole numbers as fractions; equivalent; improper.

C. Comparing: ordering; locating on number lines.

- D. Four operations: the numbers used will be combinations of whole, mixed, proper and improper; like and unlike denominators; encourage the use of the LCM; encourage factorization in multiplication and division (GCF or GCD).
- E. Vocabulary: numerator, denominator, proper fraction, improper fraction, factor, simplify, reciprocal, descending order, ascending order, mixed numeral.
- F. Word problems
- 6. Percents
 - A. Changing fractions and decimals to percents.
 - B. Three types of percent problems.
 - C. Word problems (sales tax, interest).
 - D. Vocabulary: interest, percent.
- 7. Integers
 - A. Define set.
 - B. Compare, order, locate points, name opposites.
 - C. Vocabulary: integers, opposite, negative, positive, $J =$.
- 8. Measurement
 - A. Metric measure.
 - B. English measure.
 - C. Use of measuring devices.
- 9. Geometry
 - A. Use of measuring instruments: English and metric.
 - B. Perimeter: rectangle, circle, square, triangle.
 - C. Introduce formulas (use of variables).
 - D. Area: rectangle, circle, square, triangle.
 - E. Volume: cube, rectangular solid, cylinder (basic formula $V = Bh$) where B is the area of the base.
 - F. Encourage memorization of formulas.
 - G. Measuring an angle.
 - H. Vocabulary: acute angle, obtuse angle, right angle, straight angle, diameter, radius, formula, perimeter, area, π , variable, base, height, altitude, length, parallelogram, quadrilateral, polygon, circle, triangle, rectangle, trapezoid, congruent.
- 10. Other topics: scientific notation (using negative exponents); game construction; consumer application.

LEVEL TWO

- 1. Place Value
 - A. Rounding and writing numerals.
 - B. Comparing: using the symbols.
 - C. Rounding numerals: nearest trillion through millionths.
 - D. Stating place value in terms of powers of 10.
 - E. Expanded notation using positive and negative exponents.
 - F. Scientific notation: whole numbers and decimals less than one.
 - G. Vocabulary: digit, period, thousands, millions, tenths, hundredths, thousandths, millionths, billions, trillions, quintillions, quadrillions, inequity, scientific notation, power, exponent.
- 2. Whole Numbers
 - A. Four operations with six digit numerals.
 - B. Estimation of answers for each of the above.

- C. Translate three forms of division.
 - D. Express remainders as fractions.
 - E. Two-step word problems.
 - F. Vocabulary: addend, sum, difference, product, divisor, set, quotient, element, dividend, factor, multiple, whole number.
3. Problem Solving
- A. Techniques: identify the question to be asked; encourage the sketching or diagraming; identify the operations to be used; show each computation and label the final answer; test reasonableness of answers by estimation; check computation.
 - B. The use of this problem solving technique should be encouraged for the word problems presented within each topic taught.
 - C. The word problems presented should almost always be a mixture of different operations and not presented in isolation.
4. Decimals
- A. Correct placement of the decimal point in a whole number.
 - B. Addition and subtraction: aligning, from horizontal to vertical, a variety of whole numbers and decimals.
 - C. Multiplication: factors used will be tenths, hundredths, thousandths and all combinations of the above; mental computations.
 - D. Division: division to thousandths; whole number division and decimal dividend where zeros have to be added to the right of the decimal; students should be able to round quotients to a four digit number; express a quotient as a repeating decimal.
5. Fractions
- A. Four operations with mixed numbers and unlike denominators.
 - B. Prime factorization: repeated division.
 - C. GCF and LCM.
 - D. Vocabulary: numerator, denominator, proper fraction, improper fraction, factor, simplify, reciprocal, descending order, ascending, mixed numeral, density property.
 - E. Word problems.
 - F. Renaming fractions as decimals.
 - G. Comparing: ordering and locating on a number line.
6. Percents
- A. Changing fractions and decimals to percent.
 - B. Changing percent to a fraction.
 - C. Changing a percent to a decimal.
 - D. Three types of percent problems.
 - E. Vocabulary: interest, percent, principal, rate.
7. Integers
- A. Define set.
 - B. Compare, order, locate points, name opposites.
 - C. Four operations with use of the number line where possible.
 - D. Vocabulary: integers, opposite, negative, positive, $J =$.

8. Measurement

- A. Metric measure.
- B. English measure.
- C. Use of measuring devices.

9. Geometry

- A. Use of measuring instruments.
 - B. Perimeter of any polygon and circumference of a circle.
 - C. Use of formulas.
 - D. Area of a rectangle, circle, square, triangle, parallelogram.
 - E. Encourage memorization of formulas.
 - F. Measuring an angle: the sum of the angles of a triangle.
 - G. Volume: cube, rectangular solid, cylinder.
 - H. Vocabulary: acute angle, obtuse angle, right angle, straight angle, diameter, radius, formula, perimeter, area, pi, variable base, height, altitude, length, width, parallelogram, quadrilateral, polygon, circle, triangle, trapezoid, congruent.
10. Solving Equations for a Variable
- A. With four operations.
 - B. Step by step method must be shown (algebraic approach).
11. Other Topics: graphing on number lines; graphing on coordinated axis; introduction to trigonometry; square root algorithm; Pythagorean theory; different base system two-twelves; history (special reports); set theory; geometric notation AD, BD; consumer applications (checking account, taxes).

SCIENCE

1. Organizing Information
- A. The student will organize a lab report; maintain a notebook; construct and interpret bar graphs and line graphs; construct and interpret data tables; distinguish between observations and interpretations.
2. Proper and Safe use of Equipment
- A. The student will measure length with meter stick; measure volume with graduated cylinder; measure mass with balance; measure temperature with thermometer; use a microscope and make a wet mount of the letter "c" and identify its parts.
3. Atomic Structure
- A. The student will draw a popular model of the atom and label protons, neutrons and electrons; find atomic mass and atomic number from the periodic table; distinguish element, compound and mixture; distinguish between physical and chemical change.
4. The student will describe the three physical properties of a mineral.
5. The student will name three types of rock.
6. The student will differentiate between folded and faulted mountains.
7. The student will identify glaciers.
8. The student will draw a diagram of our solar system and put the nine planets in their proper order.

9. The student will differentiate between planetary revolution and planetary rotation.
10. The student will explain an eclipse.
11. The student will differentiate between absolute and relative dating.
12. The student will know various forms of life present throughout the geologic life span.
13. The student will identify hydrosphere, lithosphere and atmosphere.
14. The student will read and interpret a weather map.
15. The student will identify renewable and non-renewable sources of energy.

SOCIAL STUDIES

Content: United States History to 1865. Vermont History may be integrated into this curriculum as a separate unit of study.

1. The student will demonstrate a working knowledge of uses and terminology associated with political, physical features, historical and thematic maps.
2. The student will gather data about a given topic, from a secondary source, and use the data to write a paragraph that consists of a topic sentence, three supporting details and a conclusion.
3. Given a political map, the student will recognize the characters and the message.
4. Given several types of charts and graphs, the student will retrieve specific information; prepare a line or bar graph; draw a conclusion; and identify statements of fact and opinion as they reflect data on a chart or graph.
5. Given an illustration, the student will describe the time period being studied.
6. Given a time line and information in illustration form, the student will place three events on the line in correct chronological order.
7. Given a list of statements, the student will determine fact from opinion.
8. Given a situation, the student will determine the sequence of events that lead up to it OR given a series of steps in a task, will place them in the correct sequence.
9. Following a presentation, the student will make a statement of conclusion or make a summary statement.
10. Given a topic, the student will formulate an opinion citing supporting evidence in a written and/or oral presentation.
11. Given a dilemma, the student will suggest alternatives in written or oral form.
12. Given a series of circumstances, the student will distinguish between cause and effect.
13. The student will demonstrate the ability to follow oral directions; demonstrate listening skills by taking notes, responding to specific written questions and/or verbal questions following an oral presentation.

14. The student will demonstrate oral skills by preparing and presenting an oral report and/or participating in a debate, or role playing situation; and, demonstrate speaking skills by active participation in class, through questions, and discussions.
15. The student will demonstrate the following writing skills: use properly constructed sentences; write a coherent paragraph with a minimum of four sentences; write an essay with at least three paragraphs; and, write a research report on an assigned topic.
16. The student will demonstrate library skills by using two or more of the following to retrieve information: card catalog; periodical guides; audio-visual materials; the librarian; and, other print materials.
17. Given a series of events, the student will place them in appropriate groupings by heading.
18. Vocabulary: define and use social studies vocabulary in sentences; spell social studies vocabulary correctly.
19. The student will maintain a notebook containing lecture notes, reading notes, returned tests and quizzes, homework, handouts, worksheets and study guides.

COMPUTERS K-8

Grades K-2

The student:

1. Becomes aware of computers.
2. Learns the need to follow directions.
3. Discusses the use of computers in every day life.
4. Thinks through problem solving and manipulatives through by learning LOGO.
5. Becomes familiar with computer parts and how a computer works.
6. Becomes able to turn the computer on and off, and has "hands-on" experience with computer.
7. Demonstrate proper care of equipment.
8. Is introduced to word processing, keyboarding, and instructional software.

Grades 3-5

The student:

1. Learns the concept of software programming.
2. Identifies the similarities and differences between calculators, video games and computers.
3. Writes a simple program and enters, runs, uses and exits. (recommend LOGO language).
4. Defines and spells basic computer terms.
5. Uses the computer to accomplish a simple mathematical task.
6. Understands the concept of word processing (with instruction in keyboarding necessary to the task) and the use of instructional software.
7. Is introduced to the use of database and spreadsheet programing.
8. Becomes aware of careers related to computers.
9. Becomes aware of the history of computers and the effects of computers on society.

Grade 6 (may be attached to Grade 3-5 or Grade 7-8 grouping).

The student:

1. Learns the history of computers and their sociological impact.
2. Learns how to use storage devices.
3. Is introduced to formal programing skills (choice of programing language to be decided by individual schools; LOGO recommended).

Grades 7-8 Instruction should be in a separate time block and integrated with other content areas.

The student:

1. Learns to use application software programs (instructional software, word processing and keyboarding, database and spreadsheet programming).
2. Experiences frequent interaction with the computer.
3. Develops a foundation for computer courses offered at the secondary level.

4. Is made aware of careers in the computer field.

Skills outlined for earlier grades should be reviewed and developed in all subsequent grades.